



Montana Office of Public Instruction  
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In-state toll free 1-888-231-9393  
[www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd)

# Model Lesson Plan

## Social Studies High School

### Topic 5 - Government Protecting Rights and Needs of Citizens

#### Stage 1 Desired Results

##### Established Goals:

Students will gain an overview of Federal Indian Law and how it impacts American Indian people today. (SS4:B12.7)

Suggested time frame: 2-3 fifty-minute class periods

##### Understandings:

Each Montana reservation (including Little Shell) has a tribal government.

In general, tribal governments have authority to do such things as: establish police forces, tribal courts, make laws, decide how tribal property can be used, decide who can be a member of a tribe, and ensure that tribal culture is preserved. (EU 7)

##### Essential Questions:

What are some of the basic principles of federal Indian policy?

What court cases significantly impacted tribal sovereignty?

##### *Students will be able to...*

Briefly describe the history of federal Indian law and summarize major court cases that impacted tribal sovereignty.

##### *Students will know...*

Students will be introduced to the traumatic affects of shifting federal law and policy on health and welfare of tribes and their members.

Students will know that what makes American Indians distinct from every other minority group is their unique legal and political relationship with the U.S. Government.

#### Stage 2 Assessment Evidence

##### Performance Tasks:

Students will view the DVD entitled: *Tribal Nations: The Story of Federal Indian Law*.

The Office of Public Instruction has sent a copy of this DVD to every Montana school library, check with your school librarian.

This DVD has been chaptered into two 30-minute segments: historical, prior to the 20th century and contemporary, 20th century to the present.



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## Social Studies

### High School

#### Stage 3 Learning Plan

#### Learning Activities:

##### Day 1

Briefly introduce students to the topic of tribal sovereignty. Have them brainstorm what they currently know about the subject. After a brief class discussion, tell students they will be watching a DVD that covers historical and contemporary issues surrounding federal Indian policy and how it has impacted (and still does) tribal sovereignty.

Show the historical segment to class. Have them take notes on the film that will help them complete the following assignment.

1. Write a one page reaction, with what disturbs, interests, confuses, or enlightens you, to the historical segment and turn in your responses.
2. Write down at least 10 new facts or important details that you gained from the film.

##### Day 2

Class period two, have students watch the contemporary issues section and take notes. Hand back to students their one page reaction paper from yesterday and tell them they are free to add/delete anything that they previously wrote. Collect the revised one page reaction papers.

Lead a class discussion on the major issues covered in the film. List on the board new information gained as a result of watching this film.

Reaffirm to students the unique status of American Indians and the fact that tribal sovereignty is a unique aspect of our American democracy that should be understood by all Americans.

#### Resources:

DVD entitled: *Tribal Nations: The Story of Federal Indian Law*

For more background information on the DVD please visit the following website:

<http://www.tananachiefs.org/vgs/index.shtml>